

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	AS	MS	MS			

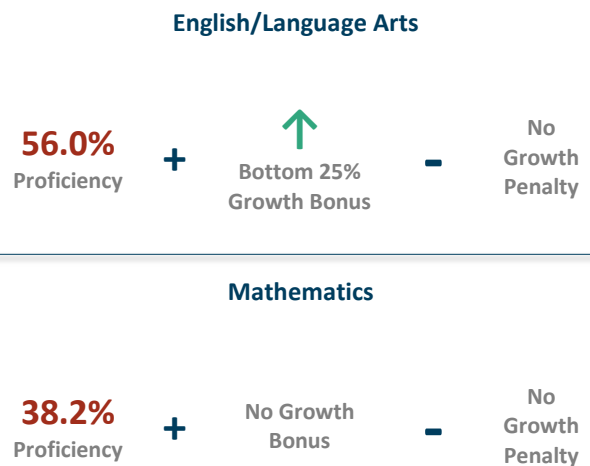
The Indiana State Board of Education awarded SE Neighborhood School of Excellence an **B** for its 2014-15 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

State Accountability Results

In Spring 2015, 56.0% of SE Neighborhood School of Excellence students passed the English/Language Arts portion of ISTEP+, while 38.2% of students passed the Mathematics portion.

In English/Language Arts, SE Neighborhood School of Excellence earned one bonus point for high growth in the Bottom 25%. The school did not receive any penalties for low growth.

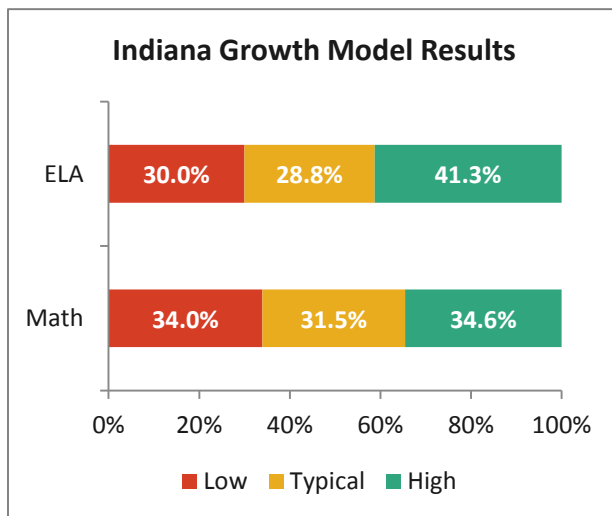
In Mathematics, the school did not earn any bonus points for high growth in either super subgroup. However, the school also did not receive any penalties for overall low growth.



On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enables schools to compare their grades from the 2013-2014 and 2014-2015 school years and to keep the better of the two. Since SENSE received a **B** in 2014, that is its final grade for the 2014-2015 school year. Thus, the school receives a **Meets Standard** on the Office of Education Innovation (OEI) performance framework.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	AS	AS	MS	AS			

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2014-15, 70.0%% of SE Neighborhood School of Excellence students made typical or high growth in English/Language Arts, while 66.0%% made those gains in Mathematics.

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As shown in the table below, a weighted average across both subjects shows that 68.0% of students at SE Neighborhood School of Excellence made sufficient gains in 2014-15. Thus, the school receives an **Approaching**

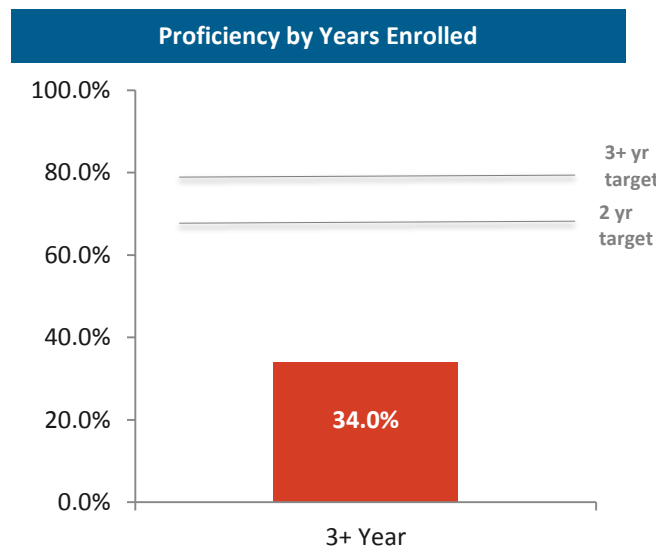
Standard on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	30.0%	28.8%	41.3%	70.0%
Math	34.0%	31.5%	34.6%	66.0%
Weighted Average				68.0%

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard		Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.				
	Approaching standard		At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
	Meets standard		At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
	Exceeds standard		At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		DNMS	DNMS			

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

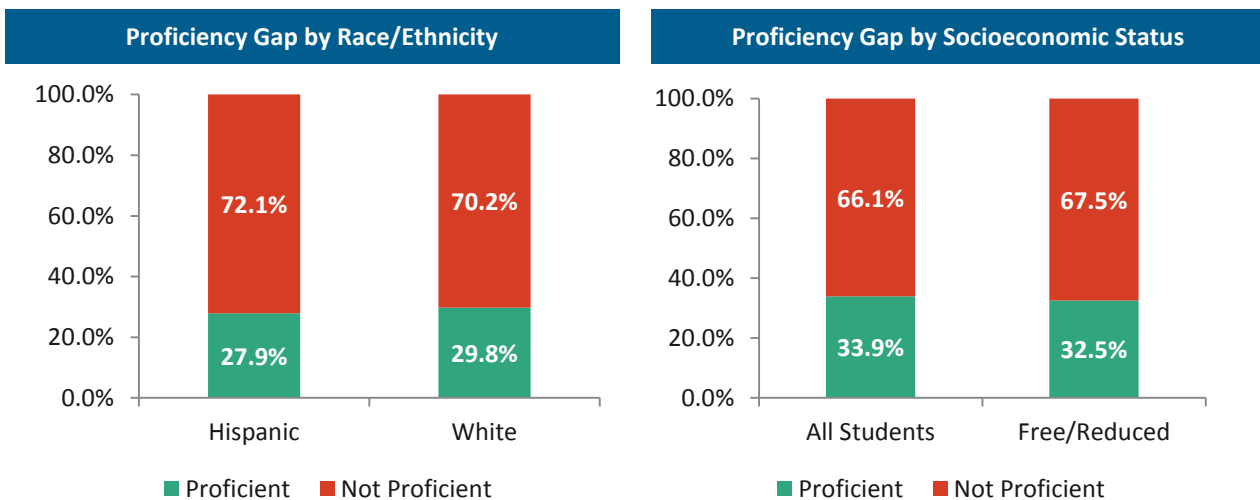
In order to have a valid sample size, a minimum of 30 students are required. In the 2014-15 school year, fewer than 30 3rd – 8th grade students had been enrolled at SE Neighborhood School of Excellence for just two years. Therefore, SE Neighborhood School of Excellence will not be evaluated on the proficiency of students enrolled for two years. SE Neighborhood School of Excellence did have a valid sample size to evaluate the proficiency of students enrolled for three or more years. Of those 3rd – 8th grade students enrolled at the school for three or more years, 34.0% were proficient on both the English/Language Arts and Mathematics ISTEP+. Thus, the school earns an overall rating of **Does Not Meet Standard** on the OEI performance framework.



In the 2014-15 school year, the Indiana Department of Education adopted a new ISTEP+ assessment. In the transition, the majority of schools state-wide experienced a dip in proficiency: an average of 13% in English-language arts and 22% in Mathematics.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		AS	ES			

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for SE Neighborhood School of Excellence is captured below.



While 33.9% of all 3rd – 8th grade SE Neighborhood School of Excellence students were proficient on both the English/Language Arts and Mathematics ISTEP+, there are gaps between the overall performance of student groups.

As shown in the left graph above, the largest of these gaps occurs between White student proficiency and Hispanic student proficiency, resulting in a difference of 1.9%. In order to report a proficiency level for a subgroup, the school must enroll more than 30 students in that subgroup. OEI was unable to examine socioeconomic subgroups, as SE Neighborhood School of Excellence did not enroll enough students in more than one socioeconomic subgroup. However, the performance of students who qualify for free/reduced lunch compared to that of all students can be seen in the right graph above.

The 1.9% difference in racial groups led to SE Neighborhood School of Excellence receiving an **Exceeding Standard** on the OEI performance framework for the 2014-15 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not Evaluated		DNMS	DNMS			
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					94.4%	DNMS
	High School Grades					Not Applicable	

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

SE Neighborhood School of Excellence has an aggregate attendance rate of 94.4%, although there are two grade levels that meet the 95% standard. Due to its aggregate rate, though, SE Neighborhood School of Excellence receives a Does Not Meet Standard on the OEI performance framework.

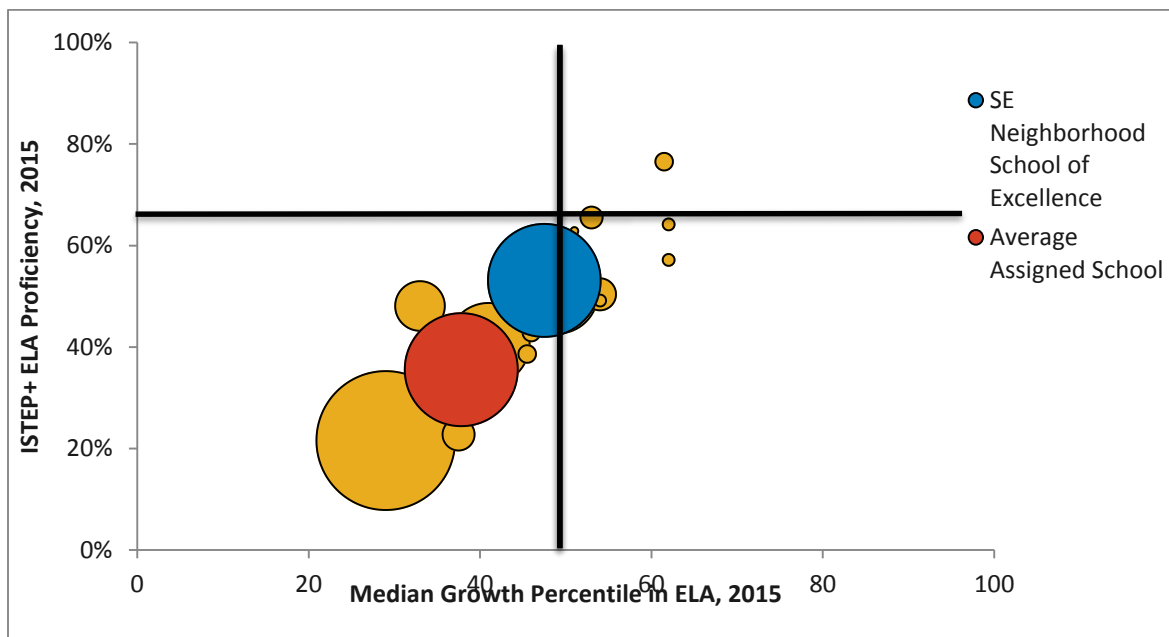
Attendance by Grade Level		
Kindergarten	93.9%	✗
1 st Grade	94.9%	✗
2 nd Grade	94.9%	✗
3 rd Grade	94.7%	✗
4 th Grade	95.1%	✓
5 th Grade	93.0%	✗
6 th Grade	95.8%	✓
7 th Grade	94.6%	✗
8 th Grade	91.3%	✗
Overall Average	94.4%	✗

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	ES	MS	ES	ES			

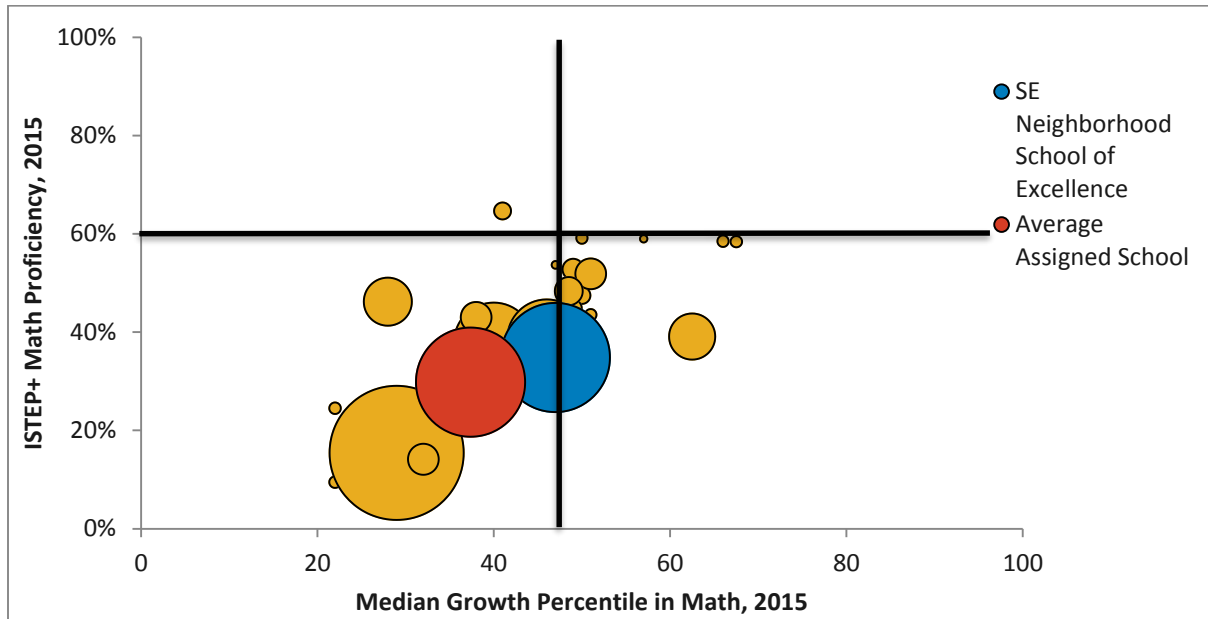
The Office of Education Innovation compared the performance of SE Neighborhood School of Excellence to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend SE Neighborhood School of Excellence. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of SE Neighborhood School of Excellence students.

As shown below, SE Neighborhood School of Excellence students' overall proficiency outpaced that of their peers in English/Language Arts. SE Neighborhood School of Excellence students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, SE Neighborhood School of Excellence students' overall proficiency outpaced that of their peers in Math. SE Neighborhood School of Excellence students also had a higher Median Growth Percentile (MGP) in Math.



In combination, SE Neighborhood School of Excellence students outperformed their peers in four of four categories, earning the rating Exceeds Standard for the 2014-15 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	Not evaluated		AS	MS			
School-specific Information	Goal					Result	Rating
	Students will increase their ability to comprehend text as measured by TRC Data collected from DIBELS M-Class (increased proficiency by 10%)					9.1%	MS
	End of Year Acuity targets for Tiers III/IV will combine for a total of 50% as calculated for ELA and Math.						Not evaluated

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2014-15, SE Neighborhood School of Excellence set its first goal around an increase in student performance on the DIBELS assessment. The school reported a 9.1% increase in student performance for the goal, thus **meeting standard** on its first goal.

SE Neighborhood School of Excellence set its second goal around students' achievement on the Acuity Diagnostic exam. Due to the changes in state testing, SE Neighborhood School of Excellence was not evaluated on this goal.

Overall, SE Neighborhood School of Excellence receives a **Meets Standard** on the OEI performance framework for this indicator.

School Mission Statement

The Southeast Neighborhood School of Excellence is a community-driven elementary school that nurtures academic excellence, social development and civic responsibility in every individual.